Administrative Supply and Demand

Betty Jeanne Jones

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(TITLE)

BY

Betty Jeanne Jones

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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Administrative Supply and Demand

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Eastern Illinois University

Fall, 1992
Abstract

This study focused on the supply of and demand for educational administrators in Illinois. Practicing administrators and students in educational administration classes in Illinois colleges and universities were surveyed to determine forthcoming retirement patterns and to determine if the pool of potential candidates for positions created by those retirements is adequate. Factors which facilitate change, as well as those that inhibit change, were also assessed for each of the two groups surveyed. Survey results were analyzed using descriptive statistics and correlational procedures. The findings of the study support references being made to the possibility of an impending shortage of administrators for public schools in the coming decade. Recommendations were provided that could be used as ideas for future studies related to the topic of this field experience focusing on administrative supply and demand.
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Chapter I
Overview

Introduction and Background

Repeated references have been made by educational leaders to the strong possibility of an impending shortage of administrators for Illinois' public schools. References have also been made to a similar phenomena at the national level. This potential problem has been magnified by impending legislative changes granting greater opportunities for retirements in the entire educational community.

Hess (1988) reported that within the next decade large numbers of experienced administrators would retire. He further suggested that we might find there are not enough qualified people to replace them. In 1988, the American Association of School Administrators had reported, according to Hess, three-quarters of all U.S. superintendents would be eligible to retire by 1994 and as many as half of all principals.

The Illinois Principals Association (Sloan, 1991) reported in its 1991-1992 Salary and Fringe Benefit Study that projected retirements in the principalship had taken place at a consistent rate during the past four years. The study further noted that large numbers of principals would retire within six to eight years.

Lewis (1991) reported that one third of superintendents and principals would retire in this decade. If such reports
prove true, the question arises as to whether there are enough qualified, potential administrators ready and willing to fill the vacancies that will be created because of these retirements.

Statement of the Problem

A sparsity of hard data exists to quantitatively substantiate the intent of administration approaching retirement and of candidates eligible to replace them. Though many references have been made to a large number of vacancies anticipated during the 1990's, no studies have been found to substantiate the projections. Statistical projections which have been published are sketchy and limited in scope. Usually, these projections are found embedded in articles dealing with issues other than retirement or administrative candidacy. Most deal with facts concerning age and years spent in a particular job. No studies were found regarding the numbers of potential candidates to fill the openings that have been assumed to be forthcoming. The Statistical Profile of Illinois School Administrators, published annually by the Illinois State Board of Education, reports the number of retirements in each area of educational administration for public schools within the state.

This project was designed to research and assess the validity of assumptions being discussed regarding the possibility of numerous educational administrative openings
and the perceived lack of qualified persons to fill those openings.

The specific objectives of this project were to:

1. Determine the number of administrators who are planning to retire within the next decade.
2. Assess the number of potential candidates for the openings created by retiring administrators.
3. Determine significant factors that will influence decisions when seeking new positions.

The perceived demand for new administrators could seriously impact education in Illinois if the supply is inadequate for filling projected openings. The anticipated volume of openings may or may not be realistic.

Assumptions

The assumptions of this field experience are:

1. A need exists to determine the supply of and demand for educational administrators.
2. There is some validity in statements being made by educational leaders regarding a potential shortage of administrators in educational settings for the future.
3. Administrators surveyed depict a representative sampling of the administrative population in Illinois.
4. Students surveyed in educational administration classes are a representative group of the potential candidates for filling vacancies created by administrators leaving the field of educational administration.
Limitations of the Study

This field study is limited by the following:

1. There are no data on potential administrators who have completed an administrative program and who are neither currently enrolled in administrative classes nor are functioning as administrators in their current jobs.

2. There are no guarantees that retirements will match survey results completely, particularly if the proposed early retirement incentive for Illinois educators becomes a viable possibility.

3. No consideration will be made in this study regarding the possibility of retired administrators filling vacancies on a part-time basis while maintaining retirement status.

Definition of Terms

The following terms have been defined to provide a better understanding of their use within the text of this study:

Administrators. Educational administrators including, but not limited to superintendents, principals, assistant principals, business managers, central office personnel, and other such positions.

Potential administrators. Students enrolled in a class in an educational administration program in the State of Illinois who may potentially seek certification for an administrative position and practicing administrators who
may be seeking advancement within the realm of educational administration.

**Students in educational administration classes.**

Students enrolled in a class in an educational administration program in Illinois who responded to the questionnaire and who may at some time seek certification for an administrative position.

**Early retirement incentive or 5 plus 5 legislation.**

Legislation presented to the Illinois General Assembly which, if passed, allows a teacher or administrator age 50 but less than 55 with fifteen years of service or age 55 or older with five years of service to purchase up to five years of additional service and acquire an age enhancement of an equal number of years. It is anticipated that this may be passed in the fall, 1992, legislative session. The anticipated expectation is for two or three windows of time for application and retirement which would occur prior to fall, 1994 (Teacher Retirement System of the State of Illinois, 1992).
Chapter II
Rationale, Related Literature, and Research

Rationale

With the exception of the annual publication of the Illinois State Board of Education's *Statistical Profile of Illinois School Administrators*, there has been a lack of methodical research regarding the availability and mobility of administrators over periods of time. Such information is essential for understanding the long range needs of Illinois schools for administrators. Information of this type is also helpful to persons making decisions with regard to entering the field of educational administration.

Since many references have been made, both formally and informally, to the large numbers of retiring administrators within the coming decade, a review of the literature and research was made to determine if a factual base existed to support the belief. Upon investigation, no major research was found available to support the references, nor was research available to support the idea of an impending shortage of candidates to fill the vacancies created by those retirements. This study has been designed to provide a research base for making statements regarding the supply and demand status for educational administration candidates during the next decade in Illinois.

It is interesting to note that while such significant statements are being made, facts and statistical information
for supporting the statements have been lacking. Most perceptions appear to have their foundation in the statistics regarding the average age of administrators at various levels. Even the projections being discussed regarding potential retirements if the 5 plus 5 legislation is passed seems to revolve around projections of retirement numbers in the teaching field with little or no reference to the effect that could be forthcoming in the area of educational administration.

Most references to the anticipated surge in retirements for administrators are found in articles dealing with changing roles for future superintendents and principals with no statistical background support. Some statistical profiles for administrators can be found in various educational publications. Many of these are supplied by the National Center for Education from a 1987 study (Lewis, 1991; National Center for Education Statistics, 1992).

Review of Literature and Research

As early as 1986, the Illinois School Board Journal noted that if the number of superintendent retirements continued to grow, there would be reason to question from where the superintendents of the 1990’s would come (Glaub, 1986). It was reported that a few years earlier most superintendent searches would attract 50 to 75 candidates. Yet in searches conducted during the previous year, the number of candidates ranged from 14 to 67. Seven of 24
district openings that year attracted less than 20 applicants. The reason given at that time for fewer applicants was that working spouses and the high cost of relocating discouraged many potential applicants. It was also noted that the author of the report believed that there were fewer people who were being attracted to the superintendency. He further suggested that principals enjoyed the direct contact with teachers and students and did not find the superintendency appealing.

In examining statistics provided by the Illinois State Board of Education (1987, 1988, 1989, 1990, 1991), it can be found that 60 to 75 percent of all educational administration retirees are superintendents and principals. Of all district superintendents and principals in Illinois, two to three percent have retired each year for the past five years.

Hess (1988) reported that a crisis was brewing. He stated that there was a real possibility of large numbers of school administrators retiring within the next decade and that the possibility existed of not having qualified persons to replace the retirees. He also reported that according to the American Association of School Administrators, as many as three-fourths of all United States superintendents would be eligible to retire by 1994 and that as many as half of all principals could follow. Hess (1989) reported factors for entering into a quest for the superintendency included
interest in management, dedication to education, and a strong desire to lead. Higher salaries and greater challenges were cited as reasons for changing administrative positions. When administrative candidates accept a position, Hess reported, they do so because they see the job as a challenge or because they respect the district's reputation.

As previously noted, Lewis (1991) stated that America was on the verge of seeing one third of superintendents and principals retire within the decade. She further reported that education does not have a tradition of leadership development and that time will be needed to train and retrain all levels of educational leaders to fill future leadership positions.

Portner (1992) reported that principals across the United States are leaving the profession in record numbers. She further noted that according to the National Association of Secondary School Principals, it is estimated that one fourth have retired in the past five years. Many of the retiring administrators have been lured by incentives. As a result of the exodus, havoc has been created in many school systems from New York City to North Carolina. She further noted that districts are having difficulty filling positions in a timely manner. Portner referred frequently to the dramatic change that is taking place, and she indicated that the shift marks the end of one generation of principals and
the beginning of another. Many schools have been filling positions with minority and women candidates because of their attentiveness to the diversity of school populations. She noted that Harvard University's National Principals Center received as many as four calls a week to recruit minority and women candidates. The pool of minority applicants has been shrinking because many from the minority groups have been lured by better paying jobs outside of the field of education. Women have, by contrast, made great headway into the ranks of the principalship in many places.

It was reported by the Illinois School Board Association (Glaub, 1986) that the average age of superintendents at 49 years had remained a stable statistic over a four year period. Most superintendents were between 40 to 54 years of age. During the same time period, the number of superintendents below age forty dropped by one third. Because of this, the number eligible for early retirement was projected to grow each year for the foreseeable future suggesting that within the next decade the possibility of a superintendent shortage could occur.

Based on studies of age made by the Illinois School Board Association (Glaub, 1986), the average age of administrators below the position of district superintendent was higher than the average age of superintendents. This may suggest two possibilities. There may be as many or more administrators below the superintendency anticipating
retirement within the next decade. Secondly, since superintendents have traditionally come up from the lower ranks of administration, there may be significantly fewer in the pool of talent to move into the vacancies created by retirement.

In a study conducted by the Illinois Principals Association (Sloan, 1991), the average age of Illinois principals was 45 years. Fifty percent of principals were between 41 and 49 years of age. This would seem to indicate that with an option for retirement at age 55, many would be eligible to retire within the next decade. It would also seem that if the early retirement incentive proposed for Illinois certificated educational staff should pass, an even more significant number would be eligible for retirement options.

Statistics provided by The Executive Educator (1991) show a slightly different picture, but they do indicate reason for similar concerns for administrators nearing retirement age. Over 61% of superintendents are reported to be 48 years of age or older. Nearly 51% of high school and junior high principals fall into the same age category. Forty-five percent of elementary principals are older than 48 years of age. Very few administrators are under 35 years of age. Less than one percent of superintendents fit this age category and a little over three percent of elementary principals are under 35 years of age.
The most widely published statistics found were those of the National Center for Education Statistics (Lewis, 1991; National Center for Education Statistics, 1992). This 1987 study found that 47% of superintendents were over 51 years of age and 37% of principals were over 50 years old. Approximately 45% of both superintendents and principals were found to be between 40 and 50 years of age.

Regardless of the group and variance in the statistical data, it appears that there may be large numbers of educational administrators eligible for retirement within the coming decade. Based on a study (Glaub, 1986) of age distribution of Illinois superintendents during the years 1982-1986, approximately one-fifth of those eligible actually did retire. The study further noted that the average retirement age was 60 and that few Illinois superintendents stay on the job to age 65.

The pool of potential superintendent candidates has, according to the Illinois School Board Association (Glaub, 1986), been shrinking since the early 1970’s. Since that time the number of new teachers graduated from Illinois colleges and universities has dropped significantly. Likewise, the number of practicing principals and assistant principals dropped by 950 between 1973 and 1984.

Prior to 1968, anyone who held an All Grade Certificate could become a principal or superintendent. This meant that most of the older principals in Illinois were qualified to
hold a superintendency (Glaub, 1986). Since 1968, an extra year of graduate study has been required to qualify for a superintendency. Those who held the All Grade Certificate were permanently qualified. Many of those who qualified under the All Grade Certificate are in the pool of potential retirees. This raises a question as to whether an adequate number of principals have returned for the additional year of study to prepare for moving up to higher levels within the ranks of administration.

The *Illinois School Board Journal* (Glaub, 1986) reported that perhaps the only force that could reduce the necessary number of superintendents in Illinois would be fewer school districts due to school consolidation. If this happened, Glaub reported, it would not reduce the need for administrators, because larger school districts would need more mid-level administrators. He further reported that any growth in demand for educational administrators would contribute to a growing problem of supply.

**Uniqueness of the Study**

Based on the data gathered in the research, two questions continue to confront educational leaders: (1) Are significant numbers of educational administrators poised to retire during the 1990’s? and (2) Is there an adequate supply of trained candidates in the field to fill vacancies created by retiring administrators?
The first question has been answered in part by research based on age. This study analyzes responses from practicing administrators regarding their retirement plans rather than making assumptions regarding retirement based on age qualifications.

Questions were raised in various articles researched regarding the pool of candidates for future administrative vacancies. This study analyzes responses of administrators who may be looking forward to advancement and of students in educational administration classes in Illinois colleges and universities who may join the pool of potential administrators. The direct input of information answering these questions by those directly involved will provide a stronger factual base by which to examine the assumptions formerly made by assessing basic facts and drawing conclusions based on age.
Chapter III
Design of the Study

General Design

This field experience was based on data collected from practicing administrators and from students in educational administration classes in Illinois colleges and universities. Each respondent was asked to indicate the professional position that was currently being held. Other data collected included the respondent's age, sex, ultimate professional goal, years to retirement, and whether current legislation to promote early retirement, known as 5 plus 5 legislation, would have an impact on the response to other questions within the questionnaire. Two questions were asked which required the respondent to rank inhibiting factors for considering a change in job status and to rank the factors which could lead to a change in job status.

Survey instruments were developed for two populations to be sampled. One instrument was designed to question practicing administrators in the State of Illinois (see Appendix A). The second was designed to question students currently in educational administration classes in universities and colleges in Illinois (see Appendix B).

Descriptive statistics in the form of totals, frequencies, and percentages were used to analyze the responses to most items in the survey. Correlational
procedures were used to determine relationships between some of the responses to questions.

Sample and Population

In order to survey a random sample of practicing administrators within the State of Illinois, selection was made by random selection of three school districts from each of the 24 counties within the Eastern Illinois University Roundtable region. Two districts from each of the remaining 78 counties in Illinois were chosen to round out the sample distribution. While compiling the random sample, balance of representation from unit districts, elementary districts, and high school districts was created by random selection by county and district type.

Once it was determined which districts were to receive the surveys, a cover letter (see Appendix C) was sent with two surveys for practicing administrators to each superintendent in selected districts. The superintendent was to complete one questionnaire. The superintendent was requested to provide the second survey to another administrator from within that district.

Over 56% of the surveys sent to practicing administrators were returned. Out of a potential 456 surveys to be returned, 256 questionnaires were received for data collection.

Nine graduate schools were chosen for surveying students in educational administration programs. Seven of
the nine universities and colleges responded with 454 completed questionnaires. Those that cooperated in the data collection were Eastern Illinois University, Illinois State University, Southern Illinois University at Carbondale, Western Illinois University, Concordia College, University of Illinois at Chicago, and Sangamon State University.

Data Collection and Instrumentation

The survey instruments utilized to collect data for this field study were designed by the author of this study. The two survey instruments asked the same eight questions (see Appendices A and B). All questions were designed to be examined by descriptive statistics and to reflect information similar to that found in previous studies as well as to examine issues related to supply of and demand for educational administrators in greater depth than could be found in preceding reports.

Both qualitative data and quantitative data were requested in the surveys. Quantitative data included age, sex, ultimate professional goal, years to retirement, current job status, and the impact of current proposed retirement legislation. Qualitative data included the ranked responses of factors inhibiting a change of job status and factors facilitating a change of job status. Each questionnaire was two pages in length with eight identical questions.
Before surveys were distributed, a pilot survey was conducted at Eastern Illinois University in six educational administration classes. At that time the survey contained only seven questions. Respondents to the pilot survey suggested an eighth question regarding the impact of current legislation to promote early retirement. Because of the relevancy to the topic being studied, that suggestion was used to create statement number eight on both surveys: Current legislation to promote early retirement will have an impact on my response to questions. A check mark to indicate a yes or no response was requested.

Since the surveys were designed specifically for the field experience, data regarding statistical validity and reliability are not available. Face validity appears to be well-founded based on sources used to construct the surveys and the high response rate from the sample.

Data Analysis

This study utilizes descriptive statistics in the form of totals, frequencies, percentages, and correlational procedures to analyze the responses to the questionnaires. These types of statistics provided the basis for table construction as well as conclusions developed from this study.

All of the data collected in this study were coded by the author and analyzed with computer assistance from the
Chapter IV

Results

Practicing Administrator Questionnaire

Over 56% of the surveyed practicing administrators responded to the questionnaire which was mailed to them. Since questionnaires were sent to superintendents and they were asked to complete one and to give the second to another administrator within their district, it could be assumed that half of the respondents would be superintendents with the other half being administrators with varied responsibilities. Table 1 reflects the actual distribution of administrative responsibilities for respondents.

Table 1

Distribution of Positions for Practicing Administrators

<table>
<thead>
<tr>
<th>Position Held</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>5</td>
<td>2.0%</td>
</tr>
<tr>
<td>Elementary Principal</td>
<td>25</td>
<td>9.8%</td>
</tr>
<tr>
<td>Middle School Principal</td>
<td>8</td>
<td>3.1%</td>
</tr>
<tr>
<td>Junior High Principal</td>
<td>10</td>
<td>3.9%</td>
</tr>
<tr>
<td>High School Principal</td>
<td>38</td>
<td>14.8%</td>
</tr>
<tr>
<td>Central Office Administrator</td>
<td>10</td>
<td>3.9%</td>
</tr>
<tr>
<td>School Business Manager</td>
<td>3</td>
<td>1.2%</td>
</tr>
<tr>
<td>Superintendent</td>
<td>133</td>
<td>52.0%</td>
</tr>
<tr>
<td>Special Education Administrator</td>
<td>11</td>
<td>4.3%</td>
</tr>
<tr>
<td>Other</td>
<td>13</td>
<td>5.1%</td>
</tr>
</tbody>
</table>
Sixty-five respondents, which represented 25.4% of the respondent population, were found in both the 41-45 years of age category and in the 46-50 years of age category. Together, nearly 51% of all respondents are between 41 and 50 years of age. Nearly 62% of all responding, practicing administrators are 46 years old or older. This means that over three-fifths of all administrators could be eligible for retirement within the coming decade. These statistics supported information found in literature and research which had been published in recent years. Only 13% of administrators surveyed were under 41 years of age. Table 2 reports information regarding age for practicing administrators.

Table 2

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 years or less</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>25 - 30 years</td>
<td>2</td>
<td>.8%</td>
</tr>
<tr>
<td>31 - 35 years</td>
<td>5</td>
<td>2.0%</td>
</tr>
<tr>
<td>36 - 40 years</td>
<td>26</td>
<td>10.2%</td>
</tr>
<tr>
<td>41 - 45 years</td>
<td>65</td>
<td>25.4%</td>
</tr>
<tr>
<td>46 - 50 years</td>
<td>65</td>
<td>25.4%</td>
</tr>
<tr>
<td>51 - 55 years</td>
<td>59</td>
<td>23.0%</td>
</tr>
<tr>
<td>56 - 60 years</td>
<td>29</td>
<td>11.3%</td>
</tr>
<tr>
<td>Over 60 years</td>
<td>5</td>
<td>2.0%</td>
</tr>
</tbody>
</table>
Not all respondents indicated their sex when responding to the questionnaire. A large majority (88.3%) of those who noted sex were male. Nine percent of respondents were female. Seven (2.7%) made no response to the sex question.

Question Four asked for administrators to indicate their ultimate professional goal. A large number (46.9%) indicated a desire to be a superintendent. This number corresponded closely to the 52% of respondents whose current position was the superintendency. Much of the difference can be found in the fact that many of the superintendents marked the category: other. When specifying for other, many of them indicated "retired" as their goal. It is of further interest to note that the category other received the second highest number of responses. Table 3 shows the ultimate professional goals for practicing administrators.

In Question Five, respondents to the questionnaire for practicing administrators were asked to indicate the five most inhibiting factors relating to a change in job status (see Table 4). The item that was chosen most when examining aggregate responses as being one of the five most important factors was satisfaction in current position. Nearly 70% of the practicing administrators ranked satisfaction in their current position as an inhibiting factor for change in job status. Family concerns received the second highest number of responses with 63.3% responding to its influence on inhibiting job change.
Table 3
Ultimate Professional Goal of Practicing Administrators

<table>
<thead>
<tr>
<th>Professional Goal</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>0</td>
<td>0.0 %</td>
</tr>
<tr>
<td>Elementary Principal</td>
<td>10</td>
<td>3.9 %</td>
</tr>
<tr>
<td>Middle School Principal</td>
<td>3</td>
<td>1.2 %</td>
</tr>
<tr>
<td>Junior High Principal</td>
<td>5</td>
<td>2.0 %</td>
</tr>
<tr>
<td>High School Principal</td>
<td>19</td>
<td>7.4 %</td>
</tr>
<tr>
<td>School Business Manager</td>
<td>5</td>
<td>2.0 %</td>
</tr>
<tr>
<td>Central Office Position</td>
<td>9</td>
<td>3.5 %</td>
</tr>
<tr>
<td>Superintendent</td>
<td>120</td>
<td>46.9 %</td>
</tr>
<tr>
<td>College teaching/administration</td>
<td>16</td>
<td>6.3 %</td>
</tr>
<tr>
<td>Other</td>
<td>46</td>
<td>18.0 %</td>
</tr>
<tr>
<td>No Response</td>
<td>23</td>
<td>9.0 %</td>
</tr>
</tbody>
</table>

When examining responses only to the first rank of inhibiting factors for change in job status, 29.7% of respondents claimed family concerns as their number one item. The second highest number of responses were given to job satisfaction with 23.4% responses.

It appears that whether looking at the top ranked factors or whether looking at aggregate responses, there is consistency in that practicing administrators place a high value on job satisfaction and family concerns when considering a change in their job situation. Only 12.5% claimed there were no inhibiting factors when choosing their
number one item for inhibiting factors in changing job status. There were three of the 256 practicing administrators who returned the questionnaire that did not respond to the question regarding inhibiting factors for change in job status.

Table 4

Inhibiting Factors for Change in Job Status Practicing Administrators

<table>
<thead>
<tr>
<th>Inhibiting Factors</th>
<th>Rank 1</th>
<th>Rank 2</th>
<th>Rank 3</th>
<th>Rank 4</th>
<th>Rank 5</th>
<th>Total Responses</th>
<th>Percent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spouse's Employment</td>
<td>30</td>
<td>45</td>
<td>31</td>
<td>13</td>
<td>15</td>
<td>134</td>
<td>52.3%</td>
</tr>
<tr>
<td>Family Concerns</td>
<td>76</td>
<td>32</td>
<td>29</td>
<td>14</td>
<td>11</td>
<td>162</td>
<td>63.3%</td>
</tr>
<tr>
<td>(children, aging parent, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concerns for relocating due to Job Security</td>
<td>14</td>
<td>24</td>
<td>36</td>
<td>41</td>
<td>31</td>
<td>146</td>
<td>57.0%</td>
</tr>
<tr>
<td>Need for Pay Increase</td>
<td>12</td>
<td>15</td>
<td>22</td>
<td>21</td>
<td>35</td>
<td>105</td>
<td>40.0%</td>
</tr>
<tr>
<td>Financial Concerns related to Relocation Costs</td>
<td>16</td>
<td>37</td>
<td>24</td>
<td>33</td>
<td>30</td>
<td>140</td>
<td>54.7%</td>
</tr>
<tr>
<td>Satisfaction in Current Job</td>
<td>60</td>
<td>41</td>
<td>34</td>
<td>29</td>
<td>14</td>
<td>178</td>
<td>69.9%</td>
</tr>
<tr>
<td>No inhibiting Factors</td>
<td>32</td>
<td>3</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>53</td>
<td>20.7%</td>
</tr>
<tr>
<td>Other</td>
<td>13</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>27</td>
<td>10.5%</td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
<td>54</td>
<td>70</td>
<td>97</td>
<td>111</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is quite noticeable when examining Table 4 to find that as the ranking progressed, each time a few more respondents did not continue with the ranking. One might assume that while some factors were definitely inhibiting factors, others may not have been significant enough for the
respondent to include in the ranking process. For those who responded by indicating other, there were as many specified answers as responses.

When completing responses to Question Six regarding the most important factors which could lead to a change in employment status, the largest aggregate number of respondents (85.6%) indicated the need for a pay increase as important. The second largest number of aggregate responses (65.6%) were given to dissatisfaction in job position. In examining responses further, over one-third (34.3%) of those responding indicated the need for a pay increase as the single most important factor leading to change in job status. Slightly more than thirty percent (31.6%) rated job dissatisfaction the single most important factor. There was a notable drop for the third single most important factor which was the category other with 8.6% of the responses to the first rank group. Those who responded other had as many different specified responses as those who marked the category. Table 5 shows that while there is a consistency in the first and second ranking for both first rank and aggregate responses, there is less of a difference in aggregate percentages than when examining the number one ranked responses.
### Table 5

**Factors Leading to Change in Employment Status**

**Practicing Administrators**

<table>
<thead>
<tr>
<th>Factors</th>
<th>Rank</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total Responses</th>
<th>Percent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spouse's Employment</td>
<td></td>
<td>6</td>
<td>23</td>
<td>24</td>
<td>19</td>
<td>20</td>
<td>92</td>
<td>35.9%</td>
</tr>
<tr>
<td>Family Concerns</td>
<td></td>
<td>18</td>
<td>13</td>
<td>20</td>
<td>30</td>
<td>25</td>
<td>106</td>
<td>41.4%</td>
</tr>
<tr>
<td>(children, aging parent, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relocation</td>
<td></td>
<td>2</td>
<td>11</td>
<td>25</td>
<td>26</td>
<td>26</td>
<td>90</td>
<td>35.2%</td>
</tr>
<tr>
<td>Job Security</td>
<td></td>
<td>18</td>
<td>20</td>
<td>22</td>
<td>31</td>
<td>30</td>
<td>121</td>
<td>47.2%</td>
</tr>
<tr>
<td>Pay Increase</td>
<td></td>
<td>88</td>
<td>60</td>
<td>36</td>
<td>19</td>
<td>16</td>
<td>219</td>
<td>85.6%</td>
</tr>
<tr>
<td>Financial Concerns related to Housing</td>
<td></td>
<td>1</td>
<td>11</td>
<td>15</td>
<td>13</td>
<td>14</td>
<td>54</td>
<td>21.1%</td>
</tr>
<tr>
<td>Dissatisfaction in Current Position</td>
<td></td>
<td>81</td>
<td>36</td>
<td>20</td>
<td>19</td>
<td>12</td>
<td>168</td>
<td>65.6%</td>
</tr>
<tr>
<td>Interest in Leaving Current Job</td>
<td></td>
<td>8</td>
<td>38</td>
<td>38</td>
<td>18</td>
<td>24</td>
<td>126</td>
<td>49.2%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>22</td>
<td>7</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>37</td>
<td>14.5%</td>
</tr>
<tr>
<td>No Response</td>
<td></td>
<td>12</td>
<td>37</td>
<td>50</td>
<td>79</td>
<td>89</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When responding to Question Seven regarding retirement plans, only one questionnaire failed to have a response. Of those responding to the question, 54.9% indicate a plan to retire within the next ten years and 27.8% indicate a plan to retire in less than five years. An additional 27% plan to retire within 11 to 15 years. This means over 80% of the practicing administrators who responded plan retirement within 15 years. In examining Table 6, one will notice that a fairly consistent rate of planned retirement exists and that the rate is greater than the two to three percent referred to in earlier literature.
Question Eight asked about the impact of current legislation to promote early retirement on responses to the questions found in the questionnaire. Nearly 40% indicated a positive response. It could be easily assumed that the positive responses came from those who have less than ten years until their planned retirement.

Further examination of collected data revealed that when correlating age of practicing administrators with their ultimate professional goal (questions two and four), 53.4% of respondents whose aspirations were to be superintendents were 46 years of age or older (see Table 7). When looking at the group which could be affected by the 5 plus 5 legislation, 25.9% of respondents who wished to be superintendents were 50 years of age or older. This would
indicate that a significant group of respondents who are or aspire to be superintendents could be retiring within the next 5 to 10 years.

If the current proposed retirement legislation should become a reality, the possibility of retirement for a large number of elementary and junior high principals seems likely based on age and ultimate goals. It is of further interest to note that no respondent aspiring to be a junior high principal was 40 years old or less, yet two-thirds of those with the aspiration of being a junior high principal were 50 years of age or older. The projected retirement plans seem to correspond somewhat closely to the ultimate goals and ages of the respondents.

Table 7

Ultimate Professional Goals Correlated with Age
Practicing Administrators

<table>
<thead>
<tr>
<th>Ultimate Professional Goal</th>
<th>Age 40 &amp; Under</th>
<th>Age 41 &amp; Older</th>
<th>Age Over 50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Principal</td>
<td>6.5%</td>
<td>93.5%</td>
<td>63.0%</td>
</tr>
<tr>
<td>Middle School Principal</td>
<td>20.0%</td>
<td>80.0%</td>
<td>30.0%</td>
</tr>
<tr>
<td>Junior High Principal</td>
<td>0.0%</td>
<td>100.0%</td>
<td>66.6%</td>
</tr>
<tr>
<td>High School Principal</td>
<td>21.1%</td>
<td>78.9%</td>
<td>15.8%</td>
</tr>
<tr>
<td>School Business Manager</td>
<td>60.0%</td>
<td>40.0%</td>
<td>20.0%</td>
</tr>
<tr>
<td>Central Office Administrator</td>
<td>22.2%</td>
<td>77.8%</td>
<td>11.1%</td>
</tr>
<tr>
<td>Superintendent</td>
<td>12.5%</td>
<td>87.5%</td>
<td>25.9%</td>
</tr>
<tr>
<td>College teaching/administration</td>
<td>12.5%</td>
<td>87.5%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Other</td>
<td>6.5%</td>
<td>93.5%</td>
<td>63.0%</td>
</tr>
</tbody>
</table>
When correlating sex with ultimate professional goals, no female respondent viewed the principalship as an ultimate goal. Of those selecting the superintendency as their highest aspiration, 12% were female and 88% were male. Of those who wish to be a school business manager, 20% were female and 80% were male. Of those aspiring to become central office administrators, 12.5% were female and 87.5% were male. College teaching or administration was divided between 6.3% female and 93.8% male. Of those choosing their ultimate goal to be in the category other, 6.8% were female and 93.2% were male.

Student Questionnaire

Questionnaires were sent to nine colleges and universities in Illinois. Students from seven colleges and universities responded to the questionnaire. All student respondents were involved in educational administration classes during the summer, 1992, term. Table 8 indicates the distribution of the 454 students completing the questionnaire.

Student survey respondents came from a wide variety of educational positions. Only 20 (4.4%) indicated they were full-time students. Twelve percent were practicing principals, less than one percent were superintendents, and 1.3% were administrators of special education programs. The majority (63.7%) were currently employed as teachers. Most
other respondents were college teachers, college administrators, department chairmen, and athletic directors.

Table 8

Student Questionnaire Responses

<table>
<thead>
<tr>
<th>College/University</th>
<th>Number of Responses</th>
<th>Percent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Illinois University</td>
<td>101</td>
<td>22.2%</td>
</tr>
<tr>
<td>Illinois State University</td>
<td>73</td>
<td>16.1%</td>
</tr>
<tr>
<td>Southern Illinois University at Carbondale</td>
<td>42</td>
<td>9.3%</td>
</tr>
<tr>
<td>Western Illinois University</td>
<td>93</td>
<td>20.5%</td>
</tr>
<tr>
<td>Concordia College</td>
<td>39</td>
<td>8.6%</td>
</tr>
<tr>
<td>University of Illinois-Chicago</td>
<td>53</td>
<td>11.7%</td>
</tr>
<tr>
<td>Sangamon State University</td>
<td>51</td>
<td>11.2%</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>.4%</td>
</tr>
</tbody>
</table>

The majority of student respondents were 45 years of age or younger and accounted for 86% of the surveyed population. Many (47.6%) were between 35 and 45 years of age. Slightly more than 62% were under 40 years of age.

While fifteen respondents did not indicate sex, 56.6% of the responding students were female and 40.1% were male. This would seem to indicate that women are considering educational administration as an occupational option in greater numbers.

In indicating an ultimate professional goal, several (19.4%) enrolled in educational administration programs chose the category: other. Among goals they specified were guidance counselor, early childhood administration,
political office holder, dean, lawyer, as well as a few other occupations. One might assume that for these occupations, other than early childhood administration and dean, some background in educational administration is advisable for reaching their goal, but not necessary and that these persons may not be engaged in a full program of classes in educational administration. Yet some exposure to these classes could provide the impetus for a change in goals.

Table 9

Ultimate Professional Goal of Students in Educational Administration Classes

<table>
<thead>
<tr>
<th>Ultimate Professional Goal</th>
<th>Number of Respondents</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>11</td>
<td>2.4%</td>
</tr>
<tr>
<td>Elementary Principal</td>
<td>99</td>
<td>22.0%</td>
</tr>
<tr>
<td>Middle School Principal</td>
<td>25</td>
<td>5.6%</td>
</tr>
<tr>
<td>Junior High Principal</td>
<td>10</td>
<td>2.2%</td>
</tr>
<tr>
<td>High School Principal</td>
<td>52</td>
<td>11.6%</td>
</tr>
<tr>
<td>School Business Manager</td>
<td>10</td>
<td>2.2%</td>
</tr>
<tr>
<td>Central Office Position</td>
<td>41</td>
<td>9.1%</td>
</tr>
<tr>
<td>Superintendent</td>
<td>55</td>
<td>12.2%</td>
</tr>
<tr>
<td>College teaching/administration</td>
<td>59</td>
<td>13.1%</td>
</tr>
<tr>
<td>Other</td>
<td>88</td>
<td>19.4%</td>
</tr>
</tbody>
</table>

Those marking an area of the principalship as their ultimate professional goal comprised 42.4% of those surveyed. Slightly more than 12% desire to become superintendents. Table 9 shows more completely the goals
for students enrolled in classes in educational administration.

Students responding to Question Five regarding the most inhibiting factors for change in job status placed family concerns first with the greatest number of aggregate responses (70.9%) as can be seen in Table 10. The second most inhibiting factor was job security with 65.9% of the responses. Ranked third was current job satisfaction which received 63% of the aggregate response.

Table 10

Factors Inhibiting Change in Job Status
Students in Educational Administration Classes

<table>
<thead>
<tr>
<th>Inhibiting Factors</th>
<th>Rank 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Number of Respondents</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spouse's Employment</td>
<td>68</td>
<td>65</td>
<td>50</td>
<td>31</td>
<td>24</td>
<td>238</td>
<td>52.4%</td>
</tr>
<tr>
<td>Family Concerns</td>
<td>109</td>
<td>89</td>
<td>59</td>
<td>37</td>
<td>28</td>
<td>322</td>
<td>70.9%</td>
</tr>
<tr>
<td>(children, aging parent, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concerns for relocating due to Job Security</td>
<td>67</td>
<td>71</td>
<td>77</td>
<td>54</td>
<td>30</td>
<td>299</td>
<td>65.9%</td>
</tr>
<tr>
<td>Need for a Pay Increase</td>
<td>36</td>
<td>40</td>
<td>35</td>
<td>58</td>
<td>69</td>
<td>238</td>
<td>52.4%</td>
</tr>
<tr>
<td>Financial Concerns related to Relocation Costs</td>
<td>21</td>
<td>37</td>
<td>51</td>
<td>52</td>
<td>59</td>
<td>220</td>
<td>48.5%</td>
</tr>
<tr>
<td>Satisfaction in Current Job</td>
<td>82</td>
<td>59</td>
<td>60</td>
<td>53</td>
<td>32</td>
<td>286</td>
<td>63.0%</td>
</tr>
<tr>
<td>No Inhibiting Factors</td>
<td>53</td>
<td>8</td>
<td>8</td>
<td>9</td>
<td>15</td>
<td>93</td>
<td>20.5%</td>
</tr>
<tr>
<td>Other</td>
<td>14</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>37</td>
<td>8.1%</td>
</tr>
<tr>
<td>No Response</td>
<td>4</td>
<td>80</td>
<td>108</td>
<td>154</td>
<td>191</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In separating responses to inhibiting factors for change in job status with a rank of being the single most important factor, family concerns continue to top the list with 24% of the responses. Current job satisfaction received the second highest rating when looking at the single most important factor with 18% of the responses.

These student choices correspond well with those of practicing administrators but are reversed in order of rank for the first two choices. Since student respondents are looking forward to some advancement in their current job status, it seems reasonable that job satisfaction might be lower than those who are already working in jobs after having achieved that advancement and goal.

The most important factors which could lead to changes in employment status were the consideration for Question Six. The need for a pay increase commanded 84.6% of the aggregate responses from the student population. The second most important factor when examining aggregate responses was job security with 57.7% of the possible responses (see Table 11). Dissatisfaction in current position received 54.6% of the aggregate tally. Family concerns and interest in leaving their current job, each with 52%, ranked fourth.

When examining the first rank responses for Question Six regarding factors which could lead to changes in job status, the need for a pay increase remained in first place with 33.5% of the responses. Dissatisfaction in current
position was second in looking at factors which ranked first with 18.7% of the responses. This result was consistent with answers to the same question for practicing administrators.

Table 11

Factors Leading to Change in Employment Status
Students in Educational Administration Classes

<table>
<thead>
<tr>
<th>Factors</th>
<th>Rank</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Number of Responses</th>
<th>Percent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spouse's Employment</td>
<td>31</td>
<td>27</td>
<td>42</td>
<td>40</td>
<td>46</td>
<td>186</td>
<td></td>
<td>41.0%</td>
</tr>
<tr>
<td>Family Concerns (children, aging parent, etc.)</td>
<td>32</td>
<td>44</td>
<td>54</td>
<td>58</td>
<td>48</td>
<td>236</td>
<td></td>
<td>52.0%</td>
</tr>
<tr>
<td>Relocation</td>
<td>10</td>
<td>26</td>
<td>36</td>
<td>61</td>
<td>55</td>
<td>188</td>
<td></td>
<td>41.4%</td>
</tr>
<tr>
<td>Job Security</td>
<td>37</td>
<td>79</td>
<td>55</td>
<td>48</td>
<td>43</td>
<td>262</td>
<td></td>
<td>57.7%</td>
</tr>
<tr>
<td>Pay Increase</td>
<td>152</td>
<td>101</td>
<td>61</td>
<td>41</td>
<td>29</td>
<td>384</td>
<td></td>
<td>84.6%</td>
</tr>
<tr>
<td>Financial Concerns related to Housing</td>
<td>7</td>
<td>13</td>
<td>27</td>
<td>31</td>
<td>36</td>
<td>114</td>
<td></td>
<td>25.1%</td>
</tr>
<tr>
<td>Dissatisfaction in Current Job</td>
<td>85</td>
<td>57</td>
<td>53</td>
<td>24</td>
<td>29</td>
<td>248</td>
<td></td>
<td>54.6%</td>
</tr>
<tr>
<td>Interest in Leaving Current Job</td>
<td>52</td>
<td>53</td>
<td>50</td>
<td>45</td>
<td>36</td>
<td>236</td>
<td></td>
<td>52.0%</td>
</tr>
<tr>
<td>Other</td>
<td>41</td>
<td>7</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>56</td>
<td></td>
<td>12.3%</td>
</tr>
<tr>
<td>No Response</td>
<td>7</td>
<td>47</td>
<td>74</td>
<td>102</td>
<td>130</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Of those surveyed which are currently enrolled in educational administration classes, six percent plan to retire within the next ten years. Over 73% indicated it will be more than 15 years before planning to retire. Table 12 describes in detail the findings of retirement plans for students surveyed.
Table 12

Retirement Plans
Students in Educational Administration Classes

<table>
<thead>
<tr>
<th>Years to Retirement</th>
<th>Number of Responses</th>
<th>Percent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>2 years</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>3 years</td>
<td>2</td>
<td>.4%</td>
</tr>
<tr>
<td>4 years</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>5 - 10 years</td>
<td>27</td>
<td>6.0%</td>
</tr>
<tr>
<td>11 - 15 years</td>
<td>89</td>
<td>19.7%</td>
</tr>
<tr>
<td>16 - 20 years</td>
<td>112</td>
<td>24.8%</td>
</tr>
<tr>
<td>Over 20 years</td>
<td>221</td>
<td>49.0%</td>
</tr>
</tbody>
</table>

Question Eight asked students whether current legislation to promote early retirement would have an impact on their response to questions in the survey. In response, 21.8% said yes, 76.9% said no, and 1.3% failed to respond.

Examination of correlations between age and ultimate professional goals revealed that nearly 51% of those aspiring to become superintendents are under 40 years of age and nearly 82% are under 45 years of age. In most cases, a large percentage (62%) of those preparing for educational administration are under 40 years of age. Only 4.3% of those students in educational administration classes who responded to the survey are over 50 years of age. Of those over 50 years of age, it is of interest to note that over 10% have college teaching or administration as their
ultimate professional goal. Table 13 shows the correlations between age and ultimate professional goals.

Table 13

Ultimate Professional Goals Correlated with Age
Students in Educational Administration Classes

<table>
<thead>
<tr>
<th>Ultimate Professional Goal</th>
<th>Age 40 &amp; Under</th>
<th>Age 41 &amp; Older</th>
<th>Age Over 50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>63.7%</td>
<td>36.4%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Elementary Principal</td>
<td>69.1%</td>
<td>30.9%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Middle School Principal</td>
<td>72.0%</td>
<td>28.0%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Junior High Principal</td>
<td>60.0%</td>
<td>40.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>High School Principal</td>
<td>63.4%</td>
<td>35.8%</td>
<td>5.0%</td>
</tr>
<tr>
<td>School Business Manager</td>
<td>40.0%</td>
<td>60.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Central Office Position</td>
<td>57.5%</td>
<td>42.5%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Superintendent</td>
<td>50.9%</td>
<td>49.1%</td>
<td>3.6%</td>
</tr>
<tr>
<td>College teaching/administration</td>
<td>62.7%</td>
<td>37.3%</td>
<td>10.2%</td>
</tr>
<tr>
<td>Other</td>
<td>61.4%</td>
<td>38.6%</td>
<td>5.7%</td>
</tr>
</tbody>
</table>

Upon examining relationships between sex and professional goals, statistics show that one-third of those aspiring to become superintendents are women. More than 80% of those striving for the elementary principalship are women. It is of interest to note that 40% of those working toward becoming school business managers are women. Females comprise 57.9% of those wanting to enter college teaching or administration. It appears, therefore, that women are seeking to prepare for more positions in areas of educational leadership than in the past. If the trend of
more women becoming prepared in the field of educational administration than men continues, within a decade or two there may be more women administrators than men. As can be noted in Table 14, women are choosing the elementary principalship much more frequently than men. It is of interest to note that as children in our schools get older, fewer women and more men wish to become their principals.

Women more frequently than men choose to seek roles in the category other. This may be because many of the positions specified in the category other are less stable than some of the other administrative positions in many districts.

Table 14

Ultimate Professional Goals Correlated with Sex Students in Educational Administration Classes

<table>
<thead>
<tr>
<th>Professional Goal</th>
<th>Percent of Men</th>
<th>Percent of Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>54.5%</td>
<td>45.5%</td>
</tr>
<tr>
<td>Elementary Principal</td>
<td>19.6%</td>
<td>80.4%</td>
</tr>
<tr>
<td>Middle School Principal</td>
<td>50.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Junior High Principal</td>
<td>70.0%</td>
<td>30.0%</td>
</tr>
<tr>
<td>High School Principal</td>
<td>77.1%</td>
<td>22.9%</td>
</tr>
<tr>
<td>School Business Manager</td>
<td>60.0%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Central Office Position</td>
<td>31.7%</td>
<td>68.3%</td>
</tr>
<tr>
<td>Superintendent</td>
<td>66.7%</td>
<td>33.3%</td>
</tr>
<tr>
<td>College teaching/administration</td>
<td>42.1%</td>
<td>57.9%</td>
</tr>
<tr>
<td>Other</td>
<td>24.1%</td>
<td>75.9%</td>
</tr>
</tbody>
</table>
Synthesis of Questionnaire Results

Conclusions drawn when comparing data from practicing administrators and students in educational administration classes in Illinois college and universities are that many similarities are present in both groups with regard to factors inhibiting and facilitating changes in job status. Though both groups may have similar values, the ages of respondents from each group are distinctly different. Because of this, the plans for retirement within each age group are very different. As would be expected, students are much younger than the practicing administrators. A shift appears to be occurring in the sex of those seeking positions in educational administration. While the majority of practicing administrators are male, the majority of student respondents were female.

The goals of the students surveyed appear more diversified than those of practicing administrators. However, the practicing administrator population surveyed did not include, in most cases, some of the types of jobs noted in the category other by students in educational administration classes. It would require a past survey of a similar nature to determine if this assumption is true. One could generalize from an experiential level that the opportunities within the field of educational administration appear to be more diversified in recent years with the addition of special education, early childhood education,
and other specialized programs. Another possibility is that students enrolled in educational administration classes are still examining all options and are looking at new areas which are opening in educational administration.

When examining the information regarding the age of practicing administrator respondents (see Table 2), one might assume that 61.7% would be eligible for retirement within the coming decade. This would support the fact that nearly two-thirds of current administrators may be ready for retirement within ten years.

When delving further into the data, the category other not only received the second highest rating, but was mostly marked with the response retired. This would seem to indicate that a considerable number of practicing administrator respondents are planning for retirement and are focusing on that stage in their life rather than being focused on a professional educational goal.

It is of interest to note that only 14.5% of practicing administrators indicated some area of the principalship as an ultimate professional goal. This could mean one of two things since 33.6% of the population sampled were principals. Many principals may be positioning themselves to become superintendents or to move into another type of administrative position. Another consideration would be that many principals may also be planning for retirement.
If 5 plus 5 legislation should become a reality, it would be possible that those who planned retirement within the next five years and possibly some who planned retirement within the next ten years could retire much sooner than what the responses indicate. There were only two questionnaires that failed to show a response to the question regarding legislative impact upon retirement for practicing administrators. This would also indicate that most practicing administrators have thought through the potential effect of this legislation upon their retirement plans.

Examination of the correlation between age and ultimate professional goals for students in educational administration classes would seem to indicate that the administrators of the next decade may be quite younger than those of the past (see Table 13). Not only will the average age of practicing administrators lower significantly, but those who fill positions being vacated for retirement in most cases will be significantly younger than their predecessors.
Chapter V
Summary, Findings, and Recommendations

Summary

This study focused on the supply of and demand for educational administrators in Illinois. The focus was to see if the shortage predicted by recent literature is indeed fact and to see if programs in colleges and universities within Illinois for educational administration were producing a field of candidates to meet the need of the coming decade. This was accomplished by conducting a random survey of two groups: practicing administrators and students in classes of educational administration programs in Illinois colleges and universities. Practicing administrators were surveyed to determine retirement patterns that may be anticipated. Students were surveyed to determine future goals in educational administration. In both groups, age was a key factor in validating projections though both groups were asked about their retirement plans.

In addition to conducting research, a review was made of the literature which focused on the supply of and demand for positions within the field of educational administration. Available literature was limited both in source and quantity. Though the topic of this field experience has been a key topic for discussion within educational circles, very little research had been conducted to validate assumptions commonly made in those discussions.
Findings

It was found that a large number of practicing administrators are poised for retirement within the next ten years. When examining information regarding the age of respondents, one might assume that 61.7% (see Table 2) would be eligible for retirement within the coming decade. This would support the fact that nearly two-thirds of current administrators may be ready for retirement within ten years. In conjunction with this, if the 5 plus 5 legislation should become law, even greater numbers of administrators are planning to exit their jobs. This could mean that over half of the practicing administrators could be eligible for retirement within five years. Without this legislation, over half of the practicing administrators are planning for retirement within the next ten years.

As noted earlier in this study, when current administrative positions are vacated for retirement, those who are ready to fill those positions will be significantly younger than those who leave. It further appears that not only will there be a shift in age, but also in the sex of the majority of eligible candidates. The majority of students in educational administration classes in Illinois are women. Given this fact, it would be difficult to believe that the male majority would continue to the extent that we have seen in the past.
The ultimate professional goals for students in educational administration classes are more varied than that shown among practicing administrators. This would lead us to wonder if opportunities within the field are becoming more varied or if some students are merely dreaming of a perfect job situation.

While randomness and statistical validity do not lend themselves to a predictive statement, the face validity does allow one to generalize that there will be enough qualified persons to fill positions within the principalships and other middle management jobs. There was no evidence to lead one to believe that there are enough qualified persons wanting to become superintendents. Even though there may be enough qualified persons to fill principalship openings, potential candidates may not be attracted to the open positions because of other specialized goals. Those who have taken advanced courses toward a specialist program may find themselves being pressured to pursue the superintendency even though that may not have been the direction the candidate had planned to take. Will administrators of the future be satisfied with their administrative role even though it may not be the one they hoped to achieve? This may be one of the critical issues of the coming decade as large numbers of superintendents retire.
Recommendations

In reviewing the findings of this field experience, the author of this paper realizes after compiling the data that it would have been helpful to have survey respondents rank all factors in questions five and six regarding inhibiting and facilitating factors for changes in job status. If a descriptive scale had been used, influence for each factor could have been assessed according to the perception of that item’s influence.

The 5 plus 5 legislation proposes some interesting possibilities that were not assessed in this study. The question of impact upon questions asked may be too simplistic with the answers of yes and no. A study determining how the legislation would impact the answers on the questionnaires would not only be interesting, but would hopefully reveal more detailed information which could be used in determining future projections for supply of and demand for educational administrators. If the report by Portner (1992) is any indication of what could happen in Illinois with administrators exiting the profession in large numbers due to incentives for retirement, the chaos of filling positions in a timely manner may be as critical to the leadership of schools as whether or not enough viable candidates exist for the open positions.

Survey respondents were asked in Question Four to indicate their ultimate professional goal. It would have
been interesting to know if most practicing administrators had reached that goal, and if so, had it been their original goal when pursuing education for positions in educational administration. If that had been done, it might have been possible to make some projections regarding the likelihood of students in educational administration classes reaching the goals they specified in the survey.

Though it seemed impossible to do, the most significant factor not assessed was the impact that could be made on filling administrative openings by those in the workforce who have certification for administrative positions, but who are not currently enrolled in classes for students pursuing the field of educational administration. While the author of this research knows several persons personally who fall into this category, it is of interest to note that those are all persons who could apply for retirement within the decade. The question also exists as to whether those persons will actively pursue options to become educational administrators if they are not currently doing so.

Knowledge of those who fail to pursue administrative positions makes one wonder how many of those in classes preparing for educational administration certification will not finish their program or fail to maximize their original goals. A study of past trends would be of interest and would add to confidence in predicting if there is a large enough supply of potential administrators to meet the
demand. Since the number of goals noted in the section other were not the traditional positions seen in educational administration in past years, the author of this paper believes there may be greater reason to question if potential candidates will pursue the traditional jobs of the principalship and/or superintendency as much as in the past.
References


Appendix A

Questionnaire for Practicing Administrators
QUESTIONNAIRE FOR PRACTICING ADMINISTRATORS

1. What is your current position? Check the one that most closely defines your job?

   ___ assistant principal (Level:________________________)
   ___ elementary principal
   ___ middle school principal
   ___ junior high principal
   ___ high school principal
   ___ central office administrator
   ___ school business manager
   ___ superintendent
   ___ special education administration
   ___ other (specify)______________________________________

2. Age - Check the appropriate age bracket.

   ___ 24 or less    ___ 46 - 50
   ___ 25 - 30       ___ 51 - 55
   ___ 31 - 35       ___ 56 - 60
   ___ 36 - 40       ___ Over 60
   ___ 41 - 45

3. Sex:

   ___ Male      ___ Female

4. My ultimate professional goal is to become a(n):

   ___ assistant principal    ___ school business manager
   ___ elementary principal   ___ central office person
   ___ middle school principal ___ superintendent
   ___ junior high principal  ___ college teaching/
                               administration
   ___ high school principal  ___ other (specify)__________________________
5. Please rank the five most inhibiting factors for you in considering a change in job status. Use #1 to indicate the most inhibiting factor.

___ spouse’s employment
___ family concerns (children, aging parent, etc.)
___ concerns for relocating due to job security
___ need for a pay increase
___ financial concerns related to relocation costs
___ satisfaction in current position
___ there are none
___ other (specify)________________________

6. Please rank the five most important factors which could lead you to a change in your employment status. Use #1 to indicate the most significant facilitating factor.

___ spouse’s employment
___ family concerns (children, aging parent, etc.)
___ relocation
___ job security
___ pay increase
___ financial concerns related to housing
___ dissatisfaction in current position
___ interest in leaving current job
___ other (specify)________________________

7. I plan to retire within:

___ 1 year  ___ 5 - 10 years
___ 2 years  ___ 11 - 15 years
___ 3 years  ___ 16 - 20 years
___ 4 years  ___ Over 20 years

8. Current legislation to promote early retirement will have an impact on my response to questions.

___ YES  ___ NO
Appendix B

Questionnaire for Students

in Educational Administration Programs in Illinois
QUESTIONNAIRE FOR STUDENTS
IN EDUCATIONAL ADMINISTRATION PROGRAMS IN ILLINOIS

1. What is your current position? Check the one that most closely defines your job.
   ___ pre-school teacher  ___ superintendent
   ___ elementary teacher  ___ athletic director
   ___ middle school teacher  ___ department chairman
   ___ junior high teacher  ___ full-time student
   ___ high school teacher  ___ other (specify)
   ___ special ed teacher
   ___ elementary principal
   ___ middle school principal
   ___ junior high principal
   ___ high school principal
   ___ special education administration
   ___ assistant principal (level:____________________)

2. Age - Check the appropriate age bracket:
   ___ 24 or less  ___ 46 - 50
   ___ 25 - 30  ___ 51 - 55
   ___ 31 - 35  ___ 56 - 60
   ___ 36 - 40  ___ Over 60
   ___ 41 - 45

3. Sex:  ___ Male  ___ Female

4. My ultimate professional goal is to become a(n):
   ___ assistant principal  ___ school business manager
   ___ elementary principal  ___ superintendent
   ___ middle school principal  ___ central office position
   ___ junior high principal  ___ college teaching/admin.
   ___ high school principal  ___ other (specify)________
5. Please rank the five most inhibiting factors for you in considering a change in job status. Use #1 to indicate the most inhibiting factor.

   ____ spouse's employment
   ____ family concerns (children, aging parent, etc.)
   ____ concerns for relocating due to job security
   ____ need for a pay increase
   ____ financial concerns related to relocation costs
   ____ satisfaction in current position
   ____ there are none
   ____ other (specify) ________________________________

6. Please rank the five most important factors which could lead you to a change in your employment status. Use #1 to indicate the most significant facilitating factor.

   ____ spouse's employment
   ____ family concerns (children, aging parent, etc.)
   ____ relocation
   ____ job security
   ____ pay increase
   ____ financial concerns related to housing
   ____ dissatisfaction in current position
   ____ interest in leaving current job
   ____ other (specify) ________________________________

7. I plan to retire within:

   ____ 1 year       ____ 5 - 10 years
   ____ 2 years      ____ 11 - 15 years
   ____ 3 years      ____ 16 - 20 years
   ____ 4 years      ____ Over 20 years

8. Current legislation to promote early retirement will have an impact on my response to questions.

   ____ YES       ____ NO
Appendix C

Cover Letter to Practicing Administrators
Dear Fellow Administrator:

I am conducting a research project on the supply and demand for administrators in educational fields. The purpose of this study is to determine if Illinois is going to face a shortage of educational administrators within the next few years. This project is under the direction of Dr. Larry Janes at Eastern Illinois University and is endorsed by the Illinois Council of Professors of Educational Administration.

Please take a few minutes to complete the enclosed questionnaire and return it to me in the stamped, self-addressed return envelope by June 14, 1992. If you have any questions, please feel free to call me at (618) 427-3839. Thank you for your help and cooperation in returning the enclosed questionnaire. Could you please have at least one other administrator who does not work in the central office complete this form. Results will be shared upon request.

Sincerely,

Jeanne Jones
Brownstown Jr-Sr High School
421 S. College
Brownstown, IL 62418